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ABSTRACT

This course is designed for independent students to improve their reading skills and their ability to interpret literature. The course should enable students to understand and use highly idiomatic vocabulary and grammatical structures of present-day English that interfere with comprehension. Excerpts from contemporary novels, short stories, newspaper articles, and appropriate periodicals, as well as taped television and radio scripts, are examined critically and discussed. Performance objectives are listed that relate to writing, reading, and analysis of reading passages. Also listed are suggested activities for specific objectives within content areas. Included in these activities are: (1) diagnostic testing and periodic retesting, (2) priorities to consider when selecting reading materials, (3) methods used in teaching the reading lessons, and (4) suggested activities for building specific skills for specific objectives. A sample reading passage is included. (WR)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

ADVANCED READING: ENGLISH SL

5110.21a
5117.21a

ENGLISH SL

DIVISION OF INSTRUCTION • 1971

CS 000 624

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Written by Max D. Henretig

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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A course designed for independent students, to improve their reading skills and their ability to interprete literature. The course will enable students to understand and use highly idiomatic vocabulary and grammatical structures of present day English that interfere with comprehension. Excerpts from contemporary novels, short stories, newspaper articles and appropriate periodicals: as well as taped television and radio scripts will be examined critically and discussed. The student's oral and written expression of the vocabulary and structures, as well as the concepts and themes presented.

ASSUMPTIONS

All materials used for reading will be structured according to the ability level and the grade level of the students.

DEFINITION OF TERMS

1. Plot

   A plot is the chain of identifiable elements in proper sequence, which holds the work together.

2. Theme

   The theme is the uniqueness and the spirit of the work, the idea, the general truth, or the commentary on life or people that must be inferred by the reader.

I. PERFORMANCE OBJECTIVES

A. Given a written selection, the student will paraphrase the plot.

B. Given a reading selection student will demonstrate the process of deriving correct meanings from contextual clues. He will also be able to use the dictionary.

C. Given a paragraph, the student will identify the ways in which the author supported it, by reason, fact or illustration.

D. The student will identify the various sentence structures used to build a paragraph.

E. Given a reading selection, the student will analyze and identify the elements in the essay. Among the elements for analysis would be:

a) Identification of the speaker.

b) Identification of the audience.

c) Attitude of the speaker toward the subject of the work.

d) Identification of the way in which the attitude of the author is achieved.

e) Identification of author's facts and opinions.

f) Identification of the plot and its chain of incidents.

g) The conclusions that the reader should derive from the work.

h) The theme

F. The students will write a paragraph using a different variety of styles stylistic techniques. They will demonstrate the ability to:

a) Vary sentence types

b) Create a topic sentence

c) Support the topic sentence with coherence and emphasis

d) Utilize supportive devices such as reason, fact, illustration and detail.

II. CONTENT AREAS

A. Determining the student's general reading competence at the outset of the course, noting not only the degree of comprehension, but also the speed with which it was obtained.

B. Reviewing and strengthening all vocabulary enrichment skills.

C. Reviewing and strengthening all sentence comprehension skills.

D. Reviewing and strengthening skills necessary to identify

a) the central idea of a paragraph

b) a good topic sentence

c) the sequence of ideas in a paragraph

d) the methods used by the author to support the idea of each paragraph

e) the methods by which each paragraph advances the plot

f) the methods that the author uses to reveal his attitudes of the different speakers in the reading towards one another.

E. Strengthening the skills necessary for the student to interpret the theme, and to identify any implications applicable to him.

F. Teaching skimming skills

G. Teaching outlining and summarizing skills

H. Teaching abilities needed to identify the author's bias and his facts and opinions.

III. SUGGESTED ACTIVITIES (FOR SPECIFIC OBJECTIVES WITHIN CONTENT AREAS)

A. Initial diagnostic testing and periodic retesting

a) Administer the tests in part one of David P. Harris' Reading Improvement Exercises for Students of English as a Second Language, 1966 by Prentice-Hall, Inc., Englewood Cliffs, N. J. The instructor may change the words or the reading selection, but the same format of the test should be used.

b) Administer a test which you can easily construct yourself, drawing on exercises in sense discrimination from The Language Ladder, by Richard W. Samson, E.P. Dutton and Co., Inc., New York. Select from levels suitable for your students. The author offers a range from Very Easy through Very Difficult. The student is asked to select the correct meaning of the same word in different contexts, ranging from concrete to abstract usage.

c) The books just mentioned should provide the teacher with material for skill building and periodic retesting of all skills. Using the same format, the teacher can create exercises similar to those in a) and b) using the vocabulary in the selections chosen by him or his students or new selections not previously attempted by the students.

B. Priorities in Selection

1. Begin with readings that have a very prominent plot line.
2. Begin with readings that use conventional and standard language.
3. Begin with readings about the various cultures and classes on the American scene. In so doing you will provide the basis for extremely

interesting class discussion between the similarities and differences of North Americans and Cubans, in their customs, attitudes, and culture. This will give the students a basis for understanding idiomatic language better.

4. Gradually introduce reading selections with less well-defined plots and using language containing more symbolism and imagery.
5. Secure and introduce heartwarming drama such as the Sudden Storm in Summer.
6. Newspaper accounts of vital events taken from newspapers of different political learnings should be submitted to the students for analysis so that they may learn gow bias may influence the reporting of the facts and how to identify facts and opinions. Editorials from various periodicals may serve the same purpose.
7. Offer the students various taped accounts of vital and controversial programs such as "Meet The Press" and "Florida Forum" and have the students identify the reasons, facts, illustrations and details that the speakers use to support their point of view.

B. Teaching the Readings

Methods used in teaching directed reading lessons. Such should be used at the beginning organizational

plans are to be found in Books IV and V, of the "English for Today" series, McGraw Hill. For the slower students in the class additional sources high interest readings may be found in the periodical "Read" American Education Publications, Columbus, Ohio 43216. Each reading selection is followed by a self-directed exercise to strengthen comprehension, vocabulary, and interpretative and appreciation skills. In addition the same company publishes other books specifically prepared for the teaching of such reading skills as reading for facts, finding the main idea, interpreting ideas, outlining and organizing information.

A complete list of these valuable sources can be found in the bibliography list at the end of this quin.

As the class advances the teacher should change the students from the directed reading approach to the type of lesson plan used in Book VI of "English". The teacher's text offers lesson plans suited not only to teach fiction, non-fiction, drama and poetry, but also suited to each selection's degree of difficulty.

In teaching the reading selections the activities suggested by the teachers' manuals of Books IV, V, and VI should be the general method by which the

students' reading skills will be advanced. Additional skill building exercises can be obtained from the series of books mentioned on page 7, and listed in the bibliography.

III. SUGGESTED ACTIVITIES FOR BUILDING SPECIFIC SKILLS FOR SPECIFIC OBJECTIVES

1. Have the students create a growing notebook of learned vocabulary in context and list several synonyms also in a correct context.
2. Have the students relate all different meanings for previously listed words in the context in which their meanings are different.
3. Sharpen these skills by use of Resource #1 and #2, also Resource #'s 3, 4, 8, 9.
4. Have students list in their notebooks all compound words similar to those found on pages 10 and 11 of Book V, "English for Today." In addition, have them identify all the compound nouns that be found the selections read in class and in newspaper and magazine articles.
5. Have the students read newspaper headlines containing compound nouns to the class, and check for comprehension both orally and in writing.
6. Have student list words which have taken on different functions by use of suffixes, prefixes or affixes.

a) Verbs to Nouns: i.e. arrive - arrival

refuse - refusal

b) Adjectives to Nouns: good - goodness

happy - happiness

close - closeness

c) Nouns to Verbs: a friend - befriend

a slave - enslave

a cloud - becloud

d) Adjectives to Verbs: soft - to soften

hard - to harden

bright - to brighten

cheap - to cheapen

ripe - to ripen

e) Nouns to Adjectives <u>by pattern</u>

mist - misty, dirt - dirty, hair - hairy

man - manly, father - fatherly

child - childish, book - bookish, man - mannish

Whenever the derived word takes on a new sense or meaning not implied in the root word, this must be made clear to the student by virtue of its meaning in context. For example, man, manly and mannish have entirely different connotations and usages. If contextual clues are not sufficient, then the student should determine the precise sense from a dictionary.

nation - national, culture - cultural

f) Verbs to Adjectives, by patterns

break - broken, write - written, eat - eaten, freeze - frozen

run - running, dance - dancing, search - searching, depend - dependent, observe - observant

want - wanted, open - opened, hate - hated

laugh - laughable, use - usable, love - lovable

These should be found in the reading selections by the assigned teacher or in additional readings chosen by the students or suggested by the teacher. Check Resource Book List.

g) Have the student investigate the differences in meanings of verbs when used as two word verbs: i.e.

to get - to get up, to get out, to get on with

to put - to put on, to put up, to put off, to put up with

to break - to break out, to break up, to break in

h) Prepare a series of exercises and tests that teach and strengthen dictionary-usage skills modeled after those in pages 159-161 of Resource #1.

IV. HAVE STUDENTS IDENTIFY AND LIST BY PATTERNS AS BELOW ALL CONTEXTUAL CLUES FOR COMPREHENSION FROM ALL READINGS READINGS THEY ARE TAUGHT

A. Clues to Contrasting Thoughts

1. Word clues - but, however, although, etc.
2. Phrase clues - in spite of, even though, on the other hand, etc.

B. Clues to Additional Information on the Same Subject

1. Word clues - moreover, furthermore, etc.
2. Phrase clues - beyond this, and in addition

C. Clues to a Conclusion or Conclusions Being Reached

1. Word clues - so, therefore, hence, etc.
2. Phrase clues - as a result, in conclusion, etc.

D. Reinforce the Knowledge Gained of all the above words by periodically giving the students timed tests of sentence and paragraph comprehension, in which the knowledge of these words can hasten both the speed and accuracy of their comprehension of sentences, and paragraphs. Use Resource #1, and also A.E.P. materials, Resource #'s 4, 8.

E. Additional Techniques to be used in Teaching All Readings and Building Skills Necessary for Comprehension

1. Have the students identify the following:
   a) The topic of a sentence
   b) The main idea of each paragraph

c) Contextual clues essential to meaning

d) The relationship among the ideas set forth in each paragraph and how each paragraph advances the plot

e) The theme of the reading

f) The speaker in the reading

g) The methods the author uses to disclose his attitude toward the subject, and the characters attitudes toward each other

h) The elements of the plot

i) Inferences that may be properly drawn from the reading

2. Have the students read an extremely difficult passage silently, and then ask them to make statements about the meaning of one sentence, then several sentences and then the peragraph as a whole.

3. Have the students paraphrase the entire paragraph; using synonyms and a variety of sentence structures.

4. Distribute 5 or 6 written questions regarding the paragraph and then have:

a) one student read the question orally

b) another answer it orally

c) a third student write the answer on the blackboard

d) repeat this procedure with the remaining questions

e) The answers should then be corrected by the students and arranged in such a way that they summarize the paragraph.

SUGGESTED ADDITIONAL ACTIVITIES FOR SHARPENING WORD SENSE AND WORD COMPREHENSION

A. After doing some exercises with Resource Book #1 and 2, give the students an example of a Kaiku, a Tanka, a Five Step, or a Diamante, explain the simple rules, and let the students get the thrill of a lifetime writing their first poem in one of these exciting stules. See Resource #8(b).

B. Before, or while studying poetry, when you begin to deal with imagery in language, examine the growing stockpile of songs, love songs and folk songs suitable for the age student you are teaching; one of these could be "Like a Lover".

LIKE A LOVER

Like a lover the morning sun slowly rises and kisses you awake.

Your smile is soft and perfect as you let it play upon your face.

Oh how I dream I might be like the morning sun to you.

Like a lover, the river wind sighs and ripples its fingers through your hair.

Upon you cheek it lingers. never having known a sweeter place.

Oh how I wish I might be like the river wind to you.

How I envy a cup that knows your lips, let it be me my love,

And the table that feels your finger tips, let it be me, let me be your love.

Bring an end to the endless days and nights without you.

Like a lover, the velvet moon shares your pillow and watches while you sleep.

Its light arrives on tiptoe, taking you in its embrace,

Oh how I dream I might be like the velvet moon to you.

Note - Songs like this one are wonderful to use for building every known language art skill needed by Cuban students. To teach rhythm, stress, phrasing, spelling-sound relationships, pronunciation, unsual meaning and usages of common words, similes, metaphors, word-building skills, the sheer beauty of poetry try popular songs.

Give the students a list of samples of different types of figurative expressions such as similes, metaphors, personifications, apostrophes, metonomys, synecdoches, hyperboles and ironies and let them create their own.

Have students make lists of figurative expressions they identify in all readings, and in love songs which contain examples of figurative

a) Simile - quick as a wink, hungry as a tiger

b) Metaphor - "Death is an elephant".

c) Personification - "The moon walks the night in her silver gown".

d) Metonomy - "A man should keep a good table". (when table means a plentiful supply of food)

f) Synecdoche - "Fifty sails were seen on the horizon." (parts used to describe the whole)

g) Hyperbole - "His mind was a million miles aways".

h) Irony - "Wasn't that generous of him!" (when the action was really stingy) (when the author says one thing and really means just the opposite)

Note - A sample writing not mentioned in any of the resource books listed has been included. It is from the book Improved Reading in Secondary Schools, by Lawrence E. Hafner, MacMillan Co., New York, 1967 (in an article entitled Transcript of a Directed Reading Lesson Taught on Television, pages 28-37. It gives detailed step by step instructions on how to teach this reading.

SAMPLE READING

WORDS TO MATCH THE OCCASION by Vince Edwards

FROM MORE PANORAMS, by Paul V. D. Hoysradt, Chicago: Scott, Foresman, 1957

The greater theater of the Sorbonne in Paris probably never held a more distinguished audience than on the morning of December 27, 1892. From all over Europe celebrated scientists and scholars had travelled to be present. Even the great Dr. Lister had come from London to represent the Royal Medical Society.

At exactly half-past ten, from a side door, President Carnot of France escorted an unassuming, bearded little man to a table in the center of the crowded amphitheater. At sight of him, every person rose to his feet.

It was the seventieth birthday of Louis Pasteur:

The whole world knew his story - how from childhood his life had been devoted to the welfare of humanity. Through poverty, sorrow, ill health and opposition, he had gone forward, carrying on his great work in bacteriology until even his bitterest critics recognized his genius.

On this memorable day, the most eminent men of that time rose, one after another; to pay their tributes.

The renowned Dr. Lister said, "You have raised the veil that for centuries covered infectious diseases." Pasteur was presented with an album containing the signatures of all the residents of his little mountain

birthplace. Along with their loving sentiments was a photograph of his old home and a facsimile of his birth certificate. But the climax came with the student's greeting. The top gallery of the auditorium was filled with young people, their eager faces turned towards their spokesman, young Monsieur Devise, the president of the students' association, as he faced the great man.

"You have been very great and very good," he said, as he concluded his tribute. "You have given students a shining example."

When it came time for Pasteur's response to all these greetings, the theater was strangely hushed. Somehow the vast audience sensed that the man whom they were honoring would have words to match the occasion.

They were not mistaken.

To the famous doctors and scientists who had come from far-off places to honor him, Pasteur brought a message of hope and optimism. "You bring me the deepest joy that can be felt by a man whose invincible belief is that science and peace will triumph over ignorance and war; that nations will unite, not to destroy, but to build; and that the future will belong to those who have done the most for suffering humanity."

But the most impressive part of Pasteur's reply was directed to young people. For the students in the crowded top gallery, for youth everywhere, the great man had inspiring counsel to give in his hour of highest acclaim.

"Whatever your careers may be, do not let yourselves become tainted by a deprecating and barren skepticism. Do not let yourselves be discouraged by the sadness of certain hours which pass over nations. Live in the serene peace of laboratories and libraries. Say to yourself first, "What have I done for my instruction?" and as you gradually advance, "What have I done for my country?" until the time comes when you may have the happiness of thinking that you have contributed in some way to the progress and good of humanity."